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1871.

ANNUAL REPORT

OF THE

Selectmen, Town Treasurer, Auditors,

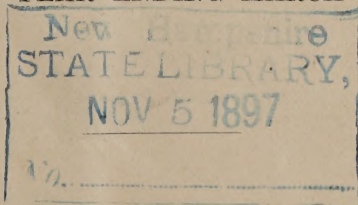
AND

SUPERINTENDING SCHOOL COMMITTEE

OF THE

TOWN OF PELHAM,

FOR THE YEAR ENDING MARCH 12, 1872.



LOWELL, MASS:

STONE & HUSE, 21 CENTRAL ST., BOOK PRINTERS.

1872.

REPORT.

The undersigned, Selectmen of the Town of Pelham, respectfully submit the following Report :

PAY OF TOWN OFFICERS.

Paid Daniel Marshall, bill for services as Selectman, use of Horse, and money paid out for the year ending March 14, 1871.....	\$92 00
John Woodbury's bill for services as Selectman and use of Horse for the year ending March 14, 1871.....	40 00
Nathan Gage's bill for services as Selectman and use of Horse for the year ending March 14, 1871.....	45 00
Dr. Amos Bachelder, for services as Town Clerk for the year ending March 14, 1871.....	30 00
John Woodbury, for services as Town Treasurer for the year ending March 14, 1871.....	30 00
Nathan Gage, for services as Collector of Taxes for said Town, for the year ending March 14, 1871.....	85 00
Rev. Augustus Berry, for services as Superintending School Committee, for the year ending March 14, 1871.....	30 00
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	\$352 00

TOWN PAUPERS.

Paid Alpheus Goodwin, for board of Mrs. Rachel McCoy from March 1, 1871 to March 1, 1872—52 weeks, at \$2.00.....	\$104 00
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Aid furnished Anna Beard :

Paid for wood.....	\$36 00
James M. Hardy, for sawing the same.....	12 25
Joshua Atwood, 60 pounds meat.....	5 45
John Woodbury's bill for groceries.....	28 75

Paid David Butler's bill for grain.....	\$10 54	
M. B. Kent, for services.....	5 50	
Martin L. Jones, stove and funnel.....	5 00	
Dr. L. H. Grosvenor's bill for medical attendance.....	38 40	
Phebe Cross, for forty weeks' service as nurse, at \$1.50.....	60 00	
James M. Hardy, for services.....	17 75	
John Richardson, digging grave... ..	4 00	
For robe, cap, undertie and telegraph.....	6 65	
	<hr/>	\$230 29
Aid furnished Samuel P. White :		
Paid John Woodbury, for clothing.....	\$ 7 71	
Provisions	12 85	
For bed, bedding and clothing.....	31 50	
	<hr/>	52 06
Aid furnished Miss Mary J. Hobbs :		
Paid Thomas Gage, for board.....	6 50	
Reuben Griffin, for 33 weeks' board, at \$2 per week.....	66 00	
	<hr/>	72 50
Whole amount paid for Paupers during the year 1871...		<hr/> \$458 85
Paid Joshua Atwood, bill for meat furnished Mrs. J. T. Kent in 1870.....		\$8 65

ROADS AND BRIDGES.

Paid Asa D. Butler's bill for 4017 feet of plank used on the bridge near H. F. Marshall's house, and on the bridge at Windham line.....	\$ 80 34
Nathan Gage, bill for 1142 feet of plank used on Hutchinson bridge, labor, teaming and spikes.....	35 55
L. C. Richardson, 2 stringers for Hutchinson bridge	4 00
Jephthah Underwood, bill for repair of highways in District No. 6, and gravel... ..	19 00
George H. Carrier, bill for repairing highway from Pelham Meeting-house to Dracut line	245 15
Nelson Webster, for repairing highways in District No. 10.....	6 97

Paid James Foster, labor on bridges.....	\$7 83	
Spikes used on bridges.....	5 67	
Silas R. Coburn, for gravel bank.....	12 00	
Abner Kittredge, repairs of highways in District No. 13.....	34 34	
Charles Coburn, repair of highway in Dis- trict No. 12, and repair of plow in 1870	8 00	
	<hr/>	\$458 85

SCHOOL MONEY.

Paid District No. 1—Balance of Town appropri- ation for 1870.....	\$88 01	
Town appropriation for 1871.....	82 21	
Literary Fund for 1871.....	11 78	
	<hr/>	\$182 00
District No. 2—Balance of Town appropri- ation for 1870.....	76 07	
Town appropriation for 1871.....	135 91	
Literary Fund for 1871.....	10 63	
Dog Fund for 1868-69.....	12 16	
	<hr/>	234 77
District No 3—Balance of Town appropri- ation for 1870.....	163 13	
Town appropriation for 1871.....	38 81	
Literary Fund for 1871.....	10 06	
	<hr/>	212 00
District No. 4—Balance of Town appropri- ation for 1870.....	85 12	
Town appropriation for 1871.....	128 82	
Literary Fund for 1871.....	15 21	
Dog Fund for 1868-69.....	12 16	
	<hr/>	241 31
District No. 5—Balance of Town appropri- ation for 1870.....	193 40	
Town appropriation for 1871.....	161 60	
Literary Fund for 1871.....	7 75	
Dog Fund for 1868-69.....	12 16	
Literary Fund for 1870....	5 13	
	<hr/>	380 04
District No. 6—Town appropriation, 1871	99 00	
Literary Fund for 1871.....	3 73	
	<hr/>	102 73
Total.....		<hr/> \$1,352 85

School Money due District No. 1.....	\$189 19
“ “ “ 2.....	135 49
“ “ “ 3.....	232 59
“ “ “ 4.....	142 58
“ “ “ 5.....	109 80
Total.....	<hr/> \$809 65

TOWN HOUSE.

Amount received for use of the house for the year ending March 12, 1872.....	\$60 00
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EXPENSES.

Paid John Woodbury, for articles used in Town House.....	\$6 35
For washing Town Hall and washing table cloths.....	2 16
F. M. Woodbury, opening hall 30 times, at 25 cents, and cleaning hall.....	7 50
	<hr/> 16 01
Balance of income.....	<hr/> \$43 99

ABATEMENT OF TAXES.

B. F. Simpson's Poll tax for 1870.....	\$2 18
Samuel Bailey, “ “ “ 1870.....	2 18
B. F. Simpson, “ “ “ 1871.....	2 55
Abram Spaulding, “ “ “ 1871.....	2 55
Benjamin F. Bean, “ “ “ 1870.....	2 18
Dennis LaForrest, “ “ “ 1870.....	2 18
John W. Coburn, “ “ “ 1870.....	2 18
Samuel K. Gage, “ “ “ 1870.....	2 18
George Prescott, tax of 1870.....	2 44
Ira Hall, “ “ 1870.....	2 93
Edwin Keyes, Poll Tax for 1870.....	2 18
M. C. Rand, tax of 1870.....	3 18
Amos Bachelder, part of School-house tax, 1870..	4 80
Non-resident Highway Tax, paid in labor in the year 1870.....	63 93
Isaac Buttrick, part of tax of 1871.....	1 70
Heirs of Frye Gage, part of tax of 1871.....	14 35
Non-resident Highway Tax, paid in labor, in the year 1871.....	66 84
	<hr/> \$180 53

MISCELLANEOUS.

Paid Principal on notes against said Town the past year,	\$1800 00
Interest on sundry notes held against said Town...	1203 57
Stone & Huse, printing Town Report, March 1, 1871,	33 75
Committee for District No. 5, on repairs of School-house.....	30 00
Committee for District No. 4, on repairs of School-house and insurance.....	290 00
For Board Selectmen, Auditors, postage and expressage.....	5 59
John Woodbury, driving hearse ten times during the year ending March 1, 1872.....	25 00
For George S. Carlton, case of small-pox :	
John Roberts, for services and cloths.....	\$43 00
David Kent, for services.....	10 00
For medicine, sulphur, etc.....	5 52
For coffin.....	15 00
	<hr/>
For stove and funnel for the Town Hall.....	73 52
For 4½ M. shingles for Libby house.....	16 00
N. S. Sleeper, for labor on Libby house.....	18 00
John Woodbury, 32¾ lbs. nails for Libby house....	14 22
N. S. Sleeper, gate for Old Graveyard.....	1 97
William Butterworth, for damage to carriage by reason of defect in highway.....	4 50
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Total.....	\$3,521 12

AMOUNT OF TAXES ASSESSED.

State Tax.....	\$2,496 00
County Tax.....	787 25
Town Tax.....	3,854 60
School Tax.....	1,456 00
Dog Tax.....	79 00
District No. 4—School-house Tax.....	290 00
“ 5 “ “	30 00
Highway Tax.....	1,500 00
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Total.....	\$10,492 85

NATHAN GAGE, } *Selectmen*
 GEORGE H. CURRIER, } *of*
 MARTIN L. JONES, } *Pelham.*

March 2nd, 1872.

TREASURER'S REPORT.

MARCH 1, 1872.

March 1, 1871.	Amount of Cash in the Treasury.....	\$ 475 25
	Received of Collector at various times during the year, outstanding taxes for 1870.....	1,517 22
	Amount of interest paid on the same...	21 33
	Received of Mrs. Sarah S. Barker and John Woodbury for two Graveyard lots..	1 50
	Received on Note in favor of the Town	79 76
Feb. 28, 1872.	Received of A. D. Greeley, in favor of the Town.....	5 65
	Received of the Agent, for the use of the Town Hall during the past year....	60 00
	Received of the State Treasurer, the Railroad Tax.....	\$113 06
	Received Savings Bank Tax..	519 46
		<hr/> 632 52
	Received of the Collector at various times, of 1871 taxes	7,949 81
		<hr/> \$10,743 04

The Treasurer credits himself with the following payments :

Cash paid on sundry drafts drawn by the Selectmen dur- ing the year ending Feb. 29, 1872.....	\$9,635 26
Leaving a balance of cash now in the treasury of.....	1,107 78
Feb. 29, 1872, outstanding taxes now remaining in Col- lector's hands.....	966 04

LITERARY FUND.

March 1, 1871.	Cash in the treasury.....	\$59 16
March 1, 1872.	Received of the State Treasurer,	61 80
		<hr/> \$120 96
Appropriated and paid the several Prudential Commit- tees, the past year.....		59 16
		<hr/> \$61 80
Leaving a balance in the treasury of.....		

DOG FUND.

March 1, 1871. Cash in the treasury	\$64 25	
March 1, 1872. Received of the Collector	77 00	
	<hr/>	
Cash now in treasury		\$141 25

FINANCIAL CONDITION OF THE TOWN.

Amount owing by the Town, March 1, 1871 ..	\$19,138 00	
Paid, besides the interest, during the past year, ..	1,800 00	
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The whole am't of Town debt at the present time		\$17,338 00

JOHN WOODBURY,
Town Treasurer.

The undersigned, Auditor of the Town of Pelham, having examined the accounts of the Selectmen and Treasurer of said Town, for the last Financial Year, I find all orders issued by the Selectmen duly receipted, and all payments made by the Treasurer properly vouched, and his accounts correctly cast.

ASA BUTLER, Auditor.

Pelham, Feb. 29, 1872.

ANNUAL REPORT
OF THE
SUPERINTENDING SCHOOL COMMITTEE
OF THE TOWN OF PELHAM,
FOR THE YEAR ENDING MARCH 12TH, 1872.

The Statutes of New Hampshire require that "the School Committee shall annually make a detailed report of the condition of the several public schools, which report shall contain such statements and suggestions in relation to the schools as the committee deem necessary or proper to promote the interest thereof."

A SCHOOL REPORT.

What should this be? My idea is, it should convey such information to the citizens of the town in regard to their schools as is suited to promote their future usefulness. I do not know that it is necessary to point out the deficiencies of teachers farther than the interests of education require. It is not an easy matter to report either teachers or schools truly, to magnify neither merits nor faults, to give each their exact place and proportion. It is a delicate matter to report a teacher's imperfect success: here is a place to apply the golden rule. An esteemed friend who is very pronounced in his opinions, and very exacting in the standard of excellence he sets for others, says "report the teachers just as they are; tell all their failings; don't gloss them." But if it were possible to do this truly, I question, if it would be right, if it would be doing just as my excellent friend would be done by. The reputation of a respectable young man or woman is something very valuable, of which every one, even School Committees should be careful. It is better that the reputation of the school should suffer than the reputation of a respectable young person. A scathing report of the failure of a young teacher whose

fault in being in the school is not so much his as the Superintending Committee's or some other person's, is very damaging to him, aside from the mortification and heart-ache it causes, and the more so from the fact that it goes into print, and thus becomes permanent. In making my report I shall keep this in mind, and make suggestions for the improvement of the schools and the advance of the cause of education rather than dwell on the deficiencies of individual teachers.

THE SCHOOLS THE PAST YEAR.

I am sorry, but I can not report that I feel the satisfaction with them that I have felt in some previous years. We have, however, had some excellent terms, and in some instances where there have been complaints and rumors of a failure, the school in my judgment was excellent, worthy of all commendation. Inefficiency in government has been a great fault; but in some instances where the government was lax the school has made fine progress. Some teachers that have no faculty in securing a quiet school-room succeed in winning the good will of scholars and interesting them in study. Such schools are not failures; they are better than rigid government with nothing else to commend; but where there is neither order nor good will nor studiousness, the school must be very near a failure. The bad example and influence of large scholars has injured some schools, but I think that I have known terms in the past equally as unsatisfactory.

YOUNG TEACHERS.

I call attention to this topic, not to find fault with young teachers, but to impress the minds of parents with the importance of age and experience in the school-room. Nowhere are age and experience and wisdom more needful. Here there is need of judgment, of tact and a quick insight into the motives and impulses of children's natures; there is need, too, of a ready and hearty sympathy with children, the power of commanding their respect and awing them by the consciousness of a superior presence; there is need, too, of great fertility in resources to correct, restrain and interest; all involving a large fund of information and a store of resources drawn from observation and experience. When I consider how small the experience to which childhood is entrusted, into what unskilled hands it is placed, my wonder is that our schools are as good as they are, that

children come up at all. Parents should have much charity for young teachers and consider how little they can know of the best method of governing children. I think, too, that if parents would reflect upon how imperfectly they govern their own families of three or four children, they would be more impressed with the difficulty of governing a school embracing the children of a number of families.

THE TERM A FAILURE.

What action is best when a term has commenced and does not promise to be satisfactory? Such a case is trying for a teacher and the district, but unless the teacher be void of character and the school absolutely vicious, I think that the wisest course is for the school to continue a short term; and parents exert their influence to secure all possible advantage from it. My observation has taught me that the influence of stopping a school and changing teachers is very pernicious upon both the school and the district—tending to breed a spirit of insubordination in the school and chronic dissatisfaction in the district. I think that I may speak of it as something very creditable, not merely to the intelligence of the citizens of the town, their good sense, their generous sentiments, but as something indicating the spirit of forbearance and harmony they exercise, and in which they seek to dwell, that there never has been, to my knowledge, an instance of an attempt to secure the removal of a teacher from the school, or *cliques* of dissatisfied persons organized and working to secure their end. The town contrasts widely with other towns in this particular, and I feel that it is highly proper that I make allusion to this in my report.

HOME INFLUENCE.

There is a vital connection between this and the welfare of the school. Let this be right and with a tolerable teacher the school must be good. It is not difficult in a school to select the children of a family, nor to determine the character of the home influence, what the home is. Children will carry the sentiment of their home to the school-room. If there is insubordination in that home or dislike to the teacher, these family feelings will express themselves in the school-room. If parents indicate any want of confidence in the teacher, children will indicate this in a troublesome way in the school-room. The home should find in this a reason to put itself on

its best manners, a motive to elevate its own character, for what it thinks, its own privacy will be exposed to the public gaze in the school-room. The home is responsible for the punctuality of scholars. Our school registers tell an unfavorable story about the home in this matter. The absent and tardy marks tell of a great loss of valuable school-time, of a great disturbance and derangement to the school exercises, and the dissipation of very much of the pupil's interest.

SCHOOL GOVERNMENT.

It is difficult to present just the idea of good school government. The best government is not the most rigid, but that which awakens in scholars self-respect which renders the school-room orderly, and brings to it a refined and pure atmosphere. A great vice in our schools is whispering. The school is not well governed that allows this. Any defacement of the building by knives or marks is an indication of bad government, of which some of our school-houses furnish very incontrovertible evidence.

THE MORAL ELEMENT.

This must not be neglected in our schools. I wish there was more thought of its importance, that the moral tone of our schools was higher; we have a right to demand that they shall be as pure as the purest home, that little children may enter them without exposure to moral contamination. I know that a term of school is something very important to a large scholar; but, notwithstanding this, I do not think that large scholars should be allowed to remain in the school, if thereby the government is to be weakened, the morals of the school contaminated, and the small scholars suffer moral harm.

TEACHERS.

There is a paucity of teachers willing to go into our country schools, especially such as are suitably qualified. We ought to have teachers that have pursued some course of normal instruction, and I feel that this is the need of some of our valuable teachers. But inasmuch as it is so difficult to obtain first-class teachers, districts should be content if they have a teacher, in general, acceptable, and they should remember that scholarship is not the only thing in a good teacher, but aptness to instruct, sympathy with children, tact in

managing troublesome scholars, high moral sentiments, and an earnest spirit are indispensable. The faculty of getting along smoothly is very important. A teacher that can guide a school of difficult elements, and can render it profitable notwithstanding great faults, is a valuable teacher.

CONSERVATISM.

In some of our schools there is an indisposition to change any old custom. Children feel that everything must be done as it has been in the past generations of the school. Seats must be selected according to the old rules, recess must be in the order that they have been accustomed to have it, and every privilege that scholars ever had must be retained. In fact any deviation in these particulars, or the mode of instruction, is deemed an innovation not to be tolerated and occasions a dissatisfaction with the teacher, and hence it becomes difficult to correct things that have come down from the past generations of the school which are evil, or to change things that the progressive and varying condition of the age renders it desirable should be changed.

PRECOCITY.

I think that the precocious tendencies of the age greatly influence our schools and impair their usefulness. This precocious disposition is nourished by parents and fostered by teachers. I think it very important that children should be children, that they should feel that they are children, that they should have the air and occupy the place of children, that they should be kept from every influence that will impair this childish feeling.

TEXT BOOKS AND STUDIES.

The usefulness of our schools is somewhat impaired by the use of text books by different authors, and of text books different from those authorized by the Superintending Committee; and though advanced studies may in some instances be allowed, still it must be remembered that the higher studies cannot be introduced without harm to the primary branches, and it is for these branches that our schools were founded and are supported.

THE SCHOLAR'S EVENINGS.

Where should these be passed? I answer unhesitatingly, at home. I wish that parents could understand this, not merely in its bearing upon the school, but upon everything that enters into the child's happiness and welfare. Children who spend their evenings at home will be healthier, they will have more stability of character, their minds will be free from distraction, they will have more contented dispositions, and they will go to school with a fresh and vigorous purpose. It is not difficult to select in a school the scholars whose evenings are spent at home. The teacher knows those scholars. What this age needs is a deeper interest in home, the home cherished more.

ENTHUSIASM.

This is needed to raise the character of our schools. There must be a disposition on the part of the people to make sacrifices for them. I do not think a parent has a right to enter a complaint against a school, or utter a word of disapprobation, unless he attended the school-meeting and used all his influence to employ measures that would best promote the welfare of the school; and I think it would contribute greatly to the interest and prosperity of our schools if the Prudential Committees were expected to present a careful report in regard to the procuring of teachers, the repairs made, the moneys expended, and other matters relating to the pecuniary interests of the district.

SCHOOL MONEYS.

These moneys the last year amounted to over \$1,500—a sufficient sum, if judiciously expended, to furnish each of our districts, unless it be No. 6, three terms of school, at least thirty weeks in all. This is as much as the children have time to attend, and will furnish to all a valuable opportunity. It would seem as if not merely no parent, but no citizen of the town could be indifferent to this opportunity—as if all would take an active interest in the wise expenditure of this money, and would rally about our schools and make efforts and sacrifices to render them what they should be.

SCHOOL-HOUSES.

I wish that there was a better understanding of the relation that the house bears to the school, and even the moral character of the

scholar; that parents would feel that the place to which they send their little children must be pleasant in all its surroundings and neat as their own homes. Let it be a settled principle that no school building shall be allowed to be defaced and our school-houses will become as sacred as any private property. If an injury is done to the interior or exterior, let it be at once repaired; if a clapboard is defaced, take it off and put on a new one. Let this method be pursued and soon all our houses will be kept neat and free from everything that is a shame.

THE SCHOOLS.

DISTRICT No. 1.—CHARLES HOBBS, Prudential Committee. The Summer Term was taught by Miss Eliza H. Woodbury, of this town. This was a valuable term of school. Miss Woodbury has the elements of a fine teacher. The order was good, the instruction was accurate and the school made good progress in all departments. The examination was very interesting, showing the skill and fidelity of the teacher, and the dutifulness and industry of the pupils.

The Winter Term was taught by Miss Carrie A. Smith, of this town.—a young lady of intrinsic worth, and of whose success and usefulness as a teacher I have hopes. The school proved to be larger and more difficult than was expected, so that she failed to secure all the results that she hoped to attain. I would suggest that it may be for the interest of this district to have a term of school commencing early in April.

DISTRICT No. 2.—GEORGE MARSH, Prudential Committee. This district has had three terms of school, all taught by Miss M. Amanda Cloyd, of this town; and I feel that it has been a profitable year of school. Miss Cloyd labored faithfully. The children loved her. Her instruction was accurate and the improvement in the school was marked. The general exercises were worthy of especial commendation. The vocal and instrumental music were pleasant features of the school. The examination at the close of the winter term was unusually interesting. The district is fortunate in having some citizens interested in the school, who visit it and address the children. I feel that the attention of the district should be called to the care with which the house has been kept the two years that Miss Cloyd has had the charge of the school.

DISTRICT NO. 3.—MOSES SPOFFORD, Prudential Committee. This district had three terms. The Summer and Autumn Terms were taught by Miss Alice A. Woodbury, of this town, and were pleasant and valuable terms. Each of the examinations was interesting and the recitations were characterized by the promptness and accuracy that Miss Woodbury gives all her schools, showing that there had been much labor on the part of both teacher and pupils.

The Winter Term was taught by Miss Thursa A. Butler, of this town—a young lady of most excellent spirit and accomplished education. She labored conscientiously and hard; she brought refinement to the school-room and was critical in her instruction, but was too gentle in her government.

DISTRICT NO. 4.—NELSON WEBSTER, Prudential Committee. The Summer Term was taught by Miss Hattie A. Chase, of this town, a teacher whose large experience and great success is well known. She has rendered much valuable service in our schools, and this, her last, was the perfection of her experience. Her work was a valuable one for the school. Her examination was a charm. There was a peculiar interest in her return to this school, where she had toiled in past years, to again render service before she should *rest* from her labors, and many *benisons* now follow her to the *high and peaceful sphere* to which she has departed.

The Winter Term was taught by Mr. George W. Flagg, of Methuen, Mass. The order was good, and the instruction had a thoroughness and accuracy that it is not often the privilege of our schools to enjoy. Mr. Flagg brought a conscience to his labors. He was more anxious to do his duty than to secure popularity. He aimed to correct faults in the school that I have long felt to be serious. I feel that he did a good work in the school. I was very much gratified with it, and *unhesitatingly* pronounce him a valuable teacher.

DISTRICT NO. 5.—OSCAR F. CARLTON, Prudential Committee. This district had three terms, the two first taught by Miss Carrie A. Smith, of this town. Miss Smith had some bright and interesting pupils that she drilled very effectually, and each of her examinations showed improvement.

The Winter Term was taught by Miss Susan M. Smith, of this town. This term was larger and more difficult. Miss Smith deserves commendation for her resolution in correcting disobedience and enforcing order. She has many ingenious methods in imparting instruction. She labored especially to communicate practical knowledge,

to interest her pupils in the study of practical questions, and I feel it my duty to commend her zeal and fidelity. She encouraged writing by offering a prize that was given to Clara Carlton. An interesting feature in the examination was singing by Lizzie and Helen Carr, two little sisters, that merit commendation for their application and punctuality.

DISTRICT NO. 6. WARREN SHERBURNE, Prudential Committee. Miss Clara Keyes, of this town, teacher. This little school still remains pleasant and interesting, and by the help of a few good scholars from Massachusetts, the number has been such as to give the teacher plenty of employment, and to furnish a healthy stimulus to the school. I feel that the district were fortunate in securing the services of Miss Keyes, as they not only secured a faithful teacher but longer terms than they could have expected if a teacher had been employed from without the district. The Winter Term, which has been progressing pleasantly and profitably, is still in session.

STATISTICS.

Number of visits by the Superintending School Committee, 52. Number of visits by citizens, 30.

DISTRICT NO. 1. Length of Summer Term, 11 weeks; wages of Teacher, \$32.00; whole number of scholars, 18; average, 16. Length of Winter Term, 9 weeks; wages of Teacher, \$36.00; whole number of scholars, 29; average, 24.

DISTRICT NO. 2. Length of the First Term, 9 weeks; of the Second Term, 8 weeks; whole number of scholars, First Term, 22; average, 20; whole number, Second Term, 31; average, 27½; wages of Teacher, \$28.00. Length of Winter Term, 12 weeks; wages of Teacher, \$36.00; whole number of scholars, 35; average, 31.

DISTRICT NO. 3. Length of First Term, 10 weeks; whole number of scholars, 21; average, 16; wages of Teacher, \$32.00; length of Second Term, 8 weeks; wages of Teacher, \$34.00; whole number of scholars, 32; average, 28. Length of Winter Term, 10 weeks; wages of Teacher, \$32.00; whole number of scholars, 25; average, 21.

DISTRICT NO. 4. Length of Summer Term, 9 weeks; wages of Teacher, \$38.00; whole number of scholars, 36; average, 30. Length of Winter Term, 12 weeks; wages of Teacher, \$46.00; whole number of scholars, 43; average, 35.

DISTRICT NO. 5. Length of the First Term, 12 weeks; of the Second Term, 8 weeks; whole number of scholars, First Term, 22; average, 20; whole number, Second Term, 24; average, 18; wages of Teacher, \$25.00. Length of Winter Term, 12 weeks; wages of Teacher, \$36.00; whole number of scholars, 25; average, 21.

DISTRICT NO. 6. Length of Summer Term, 10 weeks; wages of Teacher, \$16.00; whole number of scholars, 7; average, 7. Length of the Winter Term, 13 weeks; wages of Teacher, \$23.00; whole number of scholars, 15; average, 13.

REMARKS.

Wages of Teachers are per month and include board.

The whole number of scholars in our schools the past year was 188. In No. 1, 31—14 boys and 17 girls; in No. 2, 39—23 boys and 16 girls; in No. 3, 32—20 boys and 12 girls; in No. 4, 46—24 boys and 22 girls; in No. 5, 30—19 boys and 11 girls; in No. 6, 10—7 boys and 3 girls. In the proportion of the sexes there is an excess

of 26 boys, and there has been a decrease of 18 scholars in our schools from the previous year.

I find that the aggregate of loss in our schools from irregular in attendance is over one-sixth of the time. The whole amount money for schools, \$1,515.16. Town appropriation, \$1,456.00. I erary fund, \$59.16. The amount to each scholar \$8,059+.

AUGUSTUS BERRY,

Superintending School Committee.

Pelham, March 12, 1872.

New Hampshire State Library



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